

Lemira Elementary

952 Fulton Street
Sumter, South Carolina 29153

Grades	K-5 Elementary School	
Enrollment	530 Students	
Principal	Delcia Harper-Baxter	803-775-0658
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	64	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Unsatisfactory	No

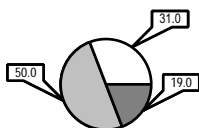
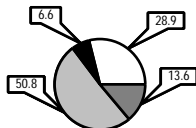
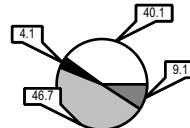
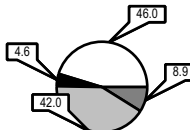
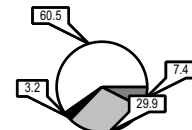
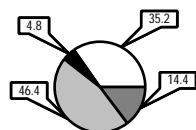
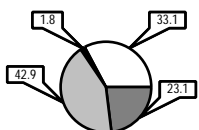
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	271	99.6	31.0	50.0	19.0	0.0	26.9	Yes	Yes
Gender									
Male	137	99.3	39.7	46.3	14.0	0.0	20.7		
Female	134	100.0	22.3	53.7	24.0	0.0	33.1		
Racial/Ethnic Group									
White	29	100.0	19.2	34.6	46.2	0.0	57.7	I/S	I/S
African American	235	99.6	32.2	52.1	15.6	0.0	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	209	99.5	18.4	57.9	23.7	0.0	33.2		
Disabled	62	100.0	76.9	21.2	1.9	0.0	3.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	271	99.6	31.0	50.0	19.0	0.0	26.9		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	99.6	31.0	50.2	18.8	0.0	26.8		
Socio-Economic Status									
Subsidized meals	243	99.6	32.1	52.1	15.8	0.0	23.7	Yes	Yes
Full-pay meals	28	100.0	22.2	33.3	44.4	0.0	51.9		

Mathematics – State Performance Objective = 36.7%									
All Students	271	100.0	28.9	50.8	13.6	6.6	34.3	Yes	Yes
Gender									
Male	137	100.0	32.2	47.9	14.0	5.8	36.4		
Female	134	100.0	25.6	53.7	13.2	7.4	32.2		
Racial/Ethnic Group									
White	29	100.0	3.8	46.2	30.8	19.2	73.1	I/S	I/S
African American	235	100.0	31.8	51.2	11.8	5.2	30.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	209	100.0	20.0	55.3	16.8	7.9	41.6		
Disabled	62	100.0	61.5	34.6	1.9	1.9	7.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	271	100.0	28.9	50.8	13.6	6.6	34.3		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	266	100.0	28.9	50.6	13.8	6.7	34.7		
Socio-Economic Status									
Subsidized meals	243	100.0	31.2	52.1	12.6	4.2	31.2	Yes	Yes
Full-pay meals	28	100.0	11.1	40.7	22.2	25.9	59.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	270	100.0	54.4	33.6	8.3	3.7	12.0
Gender							
Male	136	100.0	57.5	29.2	7.5	5.8	13.3
Female	134	100.0	51.2	38.0	9.1	1.7	10.7
Racial/Ethnic Group							
White	29	100.0	11.5	53.8	19.2	15.4	34.6
African American	234	100.0	59.5	31.0	7.1	2.4	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	209	100.0	47.4	38.4	9.5	4.7	14.2
Disabled	61	100.0	80.4	15.7	3.9	0.0	3.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	100.0	54.4	33.6	8.3	3.7	12.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	100.0	54.2	33.6	8.4	3.8	12.2
Socio-Economic Status							
Subsidized meals	242	100.0	59.8	29.9	7.9	2.3	10.3
Full-pay meals	28	100.0	11.1	63.0	11.1	14.8	25.9

Social Studies							
All Students	270	100.0	39.8	46.9	9.1	4.1	13.3
Gender							
Male	136	100.0	42.5	48.3	4.2	5.0	9.2
Female	134	100.0	37.2	45.5	14.0	3.3	17.4
Racial/Ethnic Group							
White	29	100.0	19.2	30.8	30.8	19.2	50.0
African American	234	100.0	41.9	49.0	6.7	2.4	9.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	209	100.0	32.6	51.1	11.6	4.7	16.3
Disabled	61	100.0	66.7	31.4	0.0	2.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	100.0	39.8	46.9	9.1	4.1	13.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	100.0	39.5	47.1	9.2	4.2	13.4
Socio-Economic Status							
Subsidized meals	242	100.0	41.6	48.1	7.0	3.3	10.3
Full-pay meals	28	100.0	25.9	37.0	25.9	11.1	37.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	90	98.9	19.8	41.9	37.2	1.2	38.4
	4	95	100.0	26.1	45.5	28.4	N/A	28.4
	5	98	99.0	23.1	72.5	4.4	N/A	4.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	18.3	49.3	32.4	0.0	32.4
	4	103	99.0	36.7	47.8	15.6	0.0	15.6
	5	89	100.0	35.8	53.1	11.1	0.0	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	90	100.0	16.1	49.4	25.3	9.2	34.5
	4	95	100.0	28.4	46.6	14.8	10.2	25.0
	5	98	99.0	23.1	58.2	12.1	6.6	18.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	79	100.0	26.8	53.5	19.7	0.0	19.7
	4	103	100.0	34.4	51.1	6.7	7.8	14.4
	5	89	100.0	24.7	48.1	16.0	11.1	27.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	46.5	40.8	11.3	1.4	12.7
	4	103	100.0	58.9	30.0	7.8	3.3	11.1
	5	88	100.0	56.3	31.3	6.3	6.3	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	79	100.0	32.4	53.5	12.7	1.4	14.1
	4	103	100.0	36.7	51.1	7.8	4.4	12.2
	5	88	100.0	50.0	36.3	7.5	6.3	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 530)				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	5.7%	Down from 7.8%	3.9%	3.0%
Attendance rate	95.8%	Down from 99.2%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%	Down from 14.1%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 11.7%	5.4%	3.2%
Eligible for gifted and talented	6.3%	Down from 7.1%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Down from 11.5%	8.1%	8.2%
Older than usual for grade	4.5%	Up from 4.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	45.7%	No change	50.0%	52.6%
Continuing contract teachers	82.6%	Down from 89.1%	77.1%	83.3%
Highly qualified teachers	92.5%	Down from 95.1%	92.2%	93.5%
Teachers with emergency or provisional certificates	5.1%	Up from 0.0%	3.0%	0.0%
Teachers returning from previous year	83.5%	Down from 87.1%	83.0%	87.0%
Teacher attendance rate	95.3%	Down from 96.2%	94.9%	95.0%
Average teacher salary	\$37,960	Up 0.4%	\$40,215	\$41,703
Prof. development days/teacher	11.0 days	Up from 8.9 days	14.3 days	12.8 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	Down from 18.4 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 94.2%	88.7%	89.8%
Dollars spent per pupil*	\$6,724	Up 5.7%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	65.9%	Down from 69.9%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.6%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lemira Elementary School enjoyed many successes during the 2004-2005 school year. Our mission continues to focus on the total development of the child as a productive, competent member of society through challenging, learning opportunities.

Our theme this year was Safari to Success with our motto being "We're Wild About Learning." Students demonstrated growth in written communication. Writing was integrated in all areas of the curriculum at all grade levels. Students also published the school newsletter: "The Lion's Tale". Samples of their writings are included in the annual literary magazine. Through Student Treasures, over 300 students had individual books published and class books were published in grades K-2. The quality of science projects this year was incredible. The teachers and staff continue to be totally committed to our professional growth. We participated in professional development activities such as: AIMS (activities integrating math and science), Best Practices, Organizing for flexible groups, The Brain and Learning, and Teaching students with Learning Disabilities. We also began the five year planning of our School Renewal Plan. Ten faculty members participated in the South Carolina Reading Initiative program.

Tonya Major, a kindergarten teacher was our Teacher of the Year. She is dedicated to engaging her students in developmentally appropriate activities in the classroom.

We are proud of the following successes: 1) a third grade student received the Governor's Citizenship Award; 2) a fifth grader was recognized as Terrific Kid of the Year; 3) Tammy Carlisle, science lab teacher, earned National Board Certification; 4) six teachers received Derthick Foundation Mini Grants; 5) five students had their poetry published in local and national contests; 6) two fourth grade students were recognized by the Sumter Prevention Team; 7) we received the Mayor's Commendation for the number of cards and cookies made for Shaw Air Force Base; 8) we raised over \$1000.00 for Pennies for Patients, and 9) we implemented the Lemira Family Connection Program.

The Lemira family joined us on our Safari to Success by their participation in school events such as: AIMS night, PACT Safari Night -Journey of Discovery, and monthly parent/family workshops.

We will continue to execute activities that foster more family/community inclusion in order to create a firm, positive partnership in education.

We continue to make every effort to assure success for all of our students.

Delcia Harper-Baxter, Principal
Beverly Davis, Chair of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	78	39
Percent satisfied with learning environment	100.0%	86.5%	94.7%
Percent satisfied with social and physical environment	100.0%	92.0%	92.3%
Percent satisfied with school-home relations	70.2%	94.7%	74.4%

*Only students at the highest elementary school grade level at this school and their parents were included.